INDEX TO VOLUME XXXV

Baker, Janice M., & Zigmond, Naomi. Full Inclusion for Students With Learning Disabilities: Too Much of a Good Thing? 26-34.

Beasley, Kathy, Corbin, Deborah, Feiman-Nemser, Sharon, & Shank, Carole. "Making It Happen": Teachers Mentoring One Another, 158-164.

Becoming Multicultural: A Recursive Process of Self- and Social Construction. Terry Ford & Cynthia Dillard, 232-238.

Berlak, Ann C. Teaching Stories: Viewing a Cultural Diversity Course Through the Lens of Narrative, 93-101.

Blosser, Carrie, Kirschner, Becky Wendling, Dickinson, Rhonda. From Cooperation to Collaboration: The Changing Culture of a School/University Partnership, 205-213.

Bridging the Politics of Identity in a Multicultural Classroom. Sharon Nelson-Barber & Margaret Harrison, 256-263.

Britzman, Deborah P., & Pitt, Alice J. Pedagogy and Transference: Casting the Past of Learning Into the Presence of Teaching, 117-123.

Cartledge, Gwendolyn, & Johnson, Carolyn Talbert. Inclusive Classrooms for Students with Emotional and Behavioral Disorders: Critical Variables, 51-57.

Cartledge, Gwendolyn, & Paul, Peter V. This Issue (Inclusive Schools: The Continuing Debate), 2-3.

Chapple, James W., Villa, Richard A., & Thousand, Jacqueline S. Preparing Teachers to Support Inclusion: Preservice and Inservice Programs, 42-50.

Christenson, Mary, Eldredge, Frances, Ibom, Kathy, Johnston, Marilyn, & Thomas, Mike. Collaboration in Support of Change, 187-195.

Christman, Jolley Bruce, & Erickson, Frederick. Taking Stock/Making Change: Stories of Collaboration in Local School Reform, 149-157.

Clark, Barbara G., Palmeri-Santiago, Janice, Sadler, Joanne, Shujaa, Mwalimu, & Noffke, Susan E. Conflict, Learning, and Change in a School/University Partnership, 165-172.

Collaborating to Meet the Needs of Gifted Children in Brazil. Christina Cupertino, 219-224.

Collaboration in Support of Change. Mary Christenson, Frances Eldredge, Kathy Ibom, Marilyn Johnston, & Mike Thomas, 187-195.

Conflict, Learning, and Change in a School/University Partnership. Susan E. Noffke, Barbara G. Clark, Janice Palmeri-Santiago, Joanne Sadler, & Mwalimu Shujaa, 165-172.

Corbin, Deborah, Feiman-Nemser, Sharon, Shank, Carole, & Beasley, Kathy. "Making It Happen": Teachers Mentoring One Another, 158-164.

Cupertino, Christina. Collaborating to Meet the Needs of Gifted Children in Brazil, 219-224.

Desire, Sexual Harassment, and Pedagogy in the University Classroom. Alison Jones, 102-109.

Dickinson, Rhonda, Blosser, Carrie, & Kirschner, Becky Wendling. From Cooperation to Collaboration: The Changing Culture of a School/University Partnership, 205-213.

Dillard, Cynthia. This Issue (Multicultural Education: Cases and Commentaries), 230-231.

Dillard, Cynthia, & Ford, Terry. Becoming Multicultural: A Recursive Process of Self- and Social Construction, 232-238.

Discords: Feminist Pedagogy in Music Education. Roberta Lamb, 124-131.

Dorn, Sherman, Fuchs, Douglas, & Fuchs, Lynn S. A Historical Perspective on Special Education Reform, 12-19.

Duvernoy, Russell, McGill, Patricia, Will, Julia Fressola, & Johnston, D. Kay. Educating Teachers Together: Teachers as Learners, Talkers, and Collaborators, 173-178.

Educating Teachers Together: Teachers as Learners, Talkers, and Collaborators. D. Kay Johnston, Russell Duvernoy, Patricia McGill, & Julia Fressola Will, 173-178.

Eldredge, Frances, Ibom, Kathy, Johnston, Marilyn, Thomas, Mike, & Christenson, Mary. Collaboration in Support of Change, 187-195.

Ellsworth, Elizabeth. Situated Response-ability to Student Papers, 138-143.

Ellsworth, Elizabeth, & Lather, Patti. This Issue (Situated Pedagogies: Classroom Practices in Postmodern Times), 70-71.

Erickson, Frederick, & Christman, Jolley Bruce. Taking Stock/Making Change: Stories of Collaboration in Local School Reform, 149-157.

Feiman-Nemser, Sharon, Shank, Carole, Beasley, Kathy, & Corbin, Deborah. "Making It Happen": Teachers Mentoring One Another, 158-164.

Ford, Terry, & Dillard, Cynthia. Becoming Multicultural: A Recursive Process of Self- and Social Construction, 232-238.

Freedman, David. Teaching Anti-Militarism During War, 132-137.

From Cooperation to Collaboration: The Changing Culture of a School/University Partnership. Becky Wendling Kirschner, Rhonda Dickinson, & Carrie Blosser, 205-213.

From Miriam's Living Room to the Genesee Valley Collaborative: Working Together for Reform. David Hursh, Holly Gurney, Mark LaCelle-Peterson, & Kate Ramdin, 179-186.

Fuchs, Douglas, Fuchs, Lynn S., & Dorn, Sherman. A Historical Perspective on Special Education Reform, 12-19.

Fuchs, Lynn S., Dorn, Sherman, & Fuchs, Douglas. A Historical Perspective on Special Education Reform, 12-19.

Full Inclusion as Disclosing Tablet: Revealing the Flaws in Our Present System. Mara Sapon-Shevin, 35-41.

INDEX TO VOLUME XXXV

Baker, Janice M., & Zigmond, Naomi. Full Inclusion for Students With Learning Disabilities: Too Much of a Good Thing? 26-34.

Beasley, Kathy, Corbin, Deborah, Feiman-Nemser, Sharon, & Shank, Carole. "Making It Happen": Teachers Mentoring One Another, 158-164.

Becoming Multicultural: A Recursive Process of Self- and Social Construction. Terry Ford & Cynthia Dillard, 232-238.

Berlak, Ann C. Teaching Stories: Viewing a Cultural Diversity Course Through the Lens of Narrative, 93-101.

Blosser, Carrie, Kirschner, Becky Wendling, Dickinson, Rhonda. From Cooperation to Collaboration: The Changing Culture of a School/University Partnership, 205-213.

Bridging the Politics of Identity in a Multicultural Classroom. Sharon Nelson-Barber & Margaret Harrison, 256-263.

Britzman, Deborah P., & Pitt, Alice J. Pedagogy and Transference: Casting the Past of Learning Into the Presence of Teaching, 117-123.

Cartledge, Gwendolyn, & Johnson, Carolyn Talbert. Inclusive Classrooms for Students with Emotional and Behavioral Disorders: Critical Variables, 51-57.

Cartledge, Gwendolyn, & Paul, Peter V. This Issue (Inclusive Schools: The Continuing Debate), 2-3.

Chapple, James W., Villa, Richard A., & Thousand, Jacqueline S. Preparing Teachers to Support Inclusion: Preservice and Inservice Programs, 42-50.

Christenson, Mary, Eldredge, Frances, Ibom, Kathy, Johnston, Marilyn, & Thomas, Mike. Collaboration in Support of Change, 187-195.

Christman, Jolley Bruce, & Erickson, Frederick. Taking Stock/Making Change: Stories of Collaboration in Local School Reform, 149-157.

Clark, Barbara G., Palmeri-Santiago, Janice, Sadler, Joanne, Shujaa, Mwalimu, & Noffke, Susan E. Conflict, Learning, and Change in a School/University Partnership, 165-172.

Collaborating to Meet the Needs of Gifted Children in Brazil. Christina Cupertino, 219-224.

Collaboration in Support of Change. Mary Christenson, Frances Eldredge, Kathy Ibom, Marilyn Johnston, & Mike Thomas, 187-195.

Conflict, Learning, and Change in a School/University Partnership. Susan E. Noffke, Barbara G. Clark, Janice Palmeri-Santiago, Joanne Sadler, & Mwalimu Shujaa, 165-172.

Corbin, Deborah, Feiman-Nemser, Sharon, Shank, Carole, & Beasley, Kathy. "Making It Happen": Teachers Mentoring One Another, 158-164.

Cupertino, Christina. Collaborating to Meet the Needs of Gifted Children in Brazil, 219-224.

Desire, Sexual Harassment, and Pedagogy in the University Classroom. Alison Jones, 102-109.

Dickinson, Rhonda, Blosser, Carrie, & Kirschner, Becky Wendling. From Cooperation to Collaboration: The Changing Culture of a School/University Partnership, 205-213.

Dillard, Cynthia. This Issue (Multicultural Education: Cases and Commentaries), 230-231.

Dillard, Cynthia, & Ford, Terry. Becoming Multicultural: A Recursive Process of Self- and Social Construction, 232-238.

Discords: Feminist Pedagogy in Music Education. Roberta Lamb, 124-131.

Dorn, Sherman, Fuchs, Douglas, & Fuchs, Lynn S. A Historical Perspective on Special Education Reform, 12-19.

Duvernoy, Russell, McGill, Patricia, Will, Julia Fressola, & Johnston, D. Kay. Educating Teachers Together: Teachers as Learners, Talkers, and Collaborators, 173-178.

Educating Teachers Together: Teachers as Learners, Talkers, and Collaborators. D. Kay Johnston, Russell Duvernoy, Patricia McGill, & Julia Fressola Will, 173-178.

Eldredge, Frances, Ibom, Kathy, Johnston, Marilyn, Thomas, Mike, & Christenson, Mary. Collaboration in Support of Change, 187-195.

Ellsworth, Elizabeth. Situated Response-ability to Student Papers, 138-143.

Ellsworth, Elizabeth, & Lather, Patti. This Issue (Situated Pedagogies: Classroom Practices in Postmodern Times), 70-71.

Erickson, Frederick, & Christman, Jolley Bruce. Taking Stock/Making Change: Stories of Collaboration in Local School Reform, 149-157.

Feiman-Nemser, Sharon, Shank, Carole, Beasley, Kathy, & Corbin, Deborah. "Making It Happen": Teachers Mentoring One Another, 158-164.

Ford, Terry, & Dillard, Cynthia. Becoming Multicultural: A Recursive Process of Self- and Social Construction, 232-238.

Freedman, David. Teaching Anti-Militarism During War, 132-137.

From Cooperation to Collaboration: The Changing Culture of a School/University Partnership. Becky Wendling Kirschner, Rhonda Dickinson, & Carrie Blosser, 205-213.

From Miriam's Living Room to the Genesee Valley Collaborative: Working Together for Reform. David Hursh, Holly Gurney, Mark LaCelle-Peterson, & Kate Ramdin, 179-186.

Fuchs, Douglas, Fuchs, Lynn S., & Dorn, Sherman. A Historical Perspective on Special Education Reform, 12-19.

Fuchs, Lynn S., Dorn, Sherman, & Fuchs, Douglas. A Historical Perspective on Special Education Reform, 12-19.

Full Inclusion as Disclosing Tablet: Revealing the Flaws in Our Present System. Mara Sapon-Shevin, 35-41.

Full Inclusion for Students With Learning Disabilities: Too Much of a Good Thing? Naomi Zigmond & Janice M. Baker, 26-34.
Gurney, Holly, LaCelle-Peterson, Mark, Ramdin, Kate, & Hursh, David. From Miriam's Living Room to the Genesee Valley Collaborative: Working Together for Reform, 179-186.
Harrison, Margaret, & Nelson-Barber, Sharon. Bridging the Politics of Identity in a Multicultural Classroom, 256-263.
Historical Perspective on Special Education Reform, A. Sherman Dorn, Douglas Fuchs, Lynn S. Fuchs, 12-19.
Howell, Richard. Technological Aids for Inclusive Classrooms, 58-65.
Hursh, David, Gurney, Holly, LaCelle-Peterson, Mark, & Ramdin, Kate. From Miriam's Living Room to the Genesee Valley Collaborative: Working Together for Reform, 179-186.
Ibom, Kathy, Johnston, Marilyn, Thomas, Mike, Christenson, Mary, & Eldredge, Frances. Collaboration in Support of Change, 187-195.
Inclusion Paradigms in Conflict. Peter V. Paul & Marjorie E. Ward, 4-11.
Inclusive Classrooms for Students with Emotional and Behavioral Disorders: Critical Variables. Gwendolyn Cartledge & Carolyn Talbert Johnson, 51-57.
Ivory, Lourdes I., Lugo, Marta, Liu, Keming, Rodríguez, Victoria, Rosado, James, Willaum, Elizabeth, & Torres-Guzmán, María E. Stories About Differences in a Collaborative With Middle School Students, 196-204.
Johnson, Carolyn Talbert, & Cartledge, Gwendolyn. Inclusive Classrooms for Students with Emotional and Behavioral Disorders: Critical Variables, 51-57.
Johnston, D. Kay, Duvernoy, Russell, McGill, Patricia, & Will, Julia Fressola. Educating Teachers Together: Teachers as Learners, Talkers, and Collaborators, 173-178.
Johnston, Marilyn, & Kirschner, Becky. This Issue (The Challenges of School/University Collaboration), 146-148.
Johnston, Marilyn, Thomas, Mike, Christenson, Mary, Eldredge, Frances, & Ibom, Kathy. Collaboration in Support of Change, 187-195.
Jones, Alison. Desire, Sexual Harassment, and Pedagogy in the University Classroom, 102-109.
"Keeping It Real": The Importance of Community in Multicultural Education and School Success. Darren Woodruff, 278-282.
Kirschner, Becky Wendling, Dickinson, Rhonda, & Blosser, Carrie. From Cooperation to Collaboration: The Changing Culture of a School/University Partnership, 205-213.
Kirschner, Becky, & Johnston, Marilyn. This Issue (The Challenges of School/University Collaboration), 146-148.
LaCelle-Peterson, Mark, Ramdin, Kate, Hursh, David, & Gurney, Holly. From Miriam's Living Room to the Genesee Valley Collaborative: Working Together for Reform, 179-186.
Ladson-Billings, Gloria. Silences as Weapons: Challenges of a Black Professor Teaching White Students, 79-85.
Ladson-Billings, Gloria. "Your Blues Ain't Like Mine": Keeping Issues of Race and Racism on the Multicultural Agenda, 248-255.
Lamb, Roberta. Discords: Feminist Pedagogy in Music Education, 124-131.
Lather, Patti, & Ellsworth, Elizabeth. This Issue (Situated Pedagogies: Classroom Practices in Postmodern Times), 70-71.
Liu, Keming, Rodríguez, Victoria, Rosado, James, Willaum, Elizabeth, Torres-Guzmán, María E., Ivory, Lourdes I., & Lugo, Marta. Stories About Differences in a Collaborative With Middle School Students, 196-204.
Lugo, Marta, Liu, Keming, Rodríguez, Victoria, Rosado, James, Willaum, Elizabeth, Torres-Guzmán, María E., & Ivory, Lourdes I. Stories About Differences in a Collaborative With Middle School Students, 196-204.
"Making It Happen": Teachers Mentoring One Another. Kathy Beasley, Deborah Corbin, Sharon Feiman-Nemser, & Carole Shank, 158-164.
McGill, Patricia, Will, Julia Fressola, Johnston, D. Kay, & Duvernoy, Russell. Educating Teachers Together: Teachers as Learners, Talkers, and Collaborators, 173-178.
Miller, Janet L. Teachers, Researchers, and Situated School Reform: Circulations of Power, 86-92.
Multicultural Education as a Social Movement. Christine Sleeter, 239-247.
Nelson-Barber, Sharon, & Harrison, Margaret. Bridging the Politics of Identity in a Multicultural Classroom, 256-263.
Noffke, Susan E., Clark, Barbara G., Palmeri-Santiago, Janice, Sadler, Joanne, & Shujaa, Mwalimu. Conflict, Learning, and Change in a School/University Partnership, 165-172.
Orner, Mimi. Teaching for the Moment: Intervention Projects as Situated Pedagogy, 72-78.
Palmeri-Santiago, Janice, Sadler, Joanne, Shujaa, Mwalimu, Noffke, Susan E., & Clark, Barbara G. Conflict, Learning, and Change in a School/University Partnership, 165-172.
Paul, Peter V., & Cartledge, Gwendolyn. This Issue (Inclusive Schools: The Continuing Debate), 2-3
Paul, Peter V., & Ward, Marjorie E. Inclusion Paradigms in Conflict, 4-11.
Pedagogy and Transference: Casting the Past of Learning Into the Presence of Teaching. Deborah P. Britzman & Alice J. Pitt, 117-123.
Pitt, Alice J., & Britzman, Deborah P. Pedagogy and Transference: Casting the Past of Learning Into the Presence of Teaching, 117-123.

Preparing Teachers to Support Inclusion: Preservice and Inservice Programs. Richard A. Villa, Jacqueline S. Thousand, & James W. Chapple, 42-50.
Progressive Inclusion: Meeting New Challenges in Special Education. Margaret C. Wang & Maynard C. Reynolds, 20-25.
Ramdin, Kate, Hursh, David, Gurney, Holly, & LaCelle-Peterson, Mark. From Miriam's Living Room to the Genesee Valley Collaborative: Working Together for Reform, 179-186.
Rennebohm-Franz, Kristi. Toward a Critical Social Consciousness in Children: Multicultural Peace Education in a First Grade Classroom, 264-270.
Reynolds, Maynard C., & Wang, Margaret C. Progressive Inclusion: Meeting New Challenges in Special Education, 20-25.
Richmond, Gail. University/School Partnerships: Bridging the Culture Gap, 214-218.
Rodríguez, Victoria, Rosado, James, Willaum, Elizabeth, Torres-Guzmán, María E., Ivory, Lourdes I., Lugo, Marta, & Liu, Keming. Stories About Differences in a Collaborative With Middle School Students, 196-204.
Rosado, James, Willaum, Elizabeth, Torres-Guzmán, María E., Ivory, Lourdes I., Lugo, Marta, Liu, Keming, & Rodríguez, Victoria. Stories About Differences in a Collaborative With Middle School Students, 196-204.
Saavedra, Elizabeth. Teachers Study Groups: Contexts for Transformative Learning and Action, 271-277.
Sadler, Joanne, Shujaa, Mwalimu, Noffke, Susan E., Clark, Barbara G., & Palmeri-Santiago, Janice. Conflict, Learning, and Change in a School/University Partnership, 165-172.
Sapon-Shevin, Mara. Full Inclusion as Disclosing Tablet: Revealing the Flaws in Our Present System, 35-41.
Schaafsma, David. Things We Cannot Say: "Writing for Your Life" and Stories in English Education, 110-116.
Shank, Carole, Beasley, Kathy, Corbin, Deborah, & Feiman-Nemser, Sharon. "Making It Happen": Teachers Mentoring One Another, 158-164.
Shujaa, Mwalimu, Noffke, Susan E., Clark, Barbara G., Palmeri-Santiago, Janice, & Sadler, Joanne. Conflict, Learning, and Change in a School/University Partnership, 165-172.
Silences as Weapons: Challenges of a Black Professor Teaching White Students. Gloria Ladson-Billings, 79-85.
Situated Response-ability to Student Papers. Elizabeth Ellsworth, 138-143.
Sleeter, Christine. Multicultural Education as a Social Movement, 239-247.
Stories About Differences in a Collaborative With Middle School Students. María E. Torres-Guzmán, *with* Lourdes I. Ivory, Marta Lugo, Keming Liu, Victoria Rodríguez, James Rosado, & Elizabeth Willaum, 196-204.
Taking Stock/Making Change: Stories of Collaboration in Local School Reform. Frederick Erickson & Jolley Bruce Christman, 149-157.
Teachers, Researchers, and Situated School Reform: Circulations of Power. Janet L. Miller, 86-92.
Teachers Study Groups: Contexts for Transformative Learning and Action. Elizabeth Saavedra, 271-277.
Teaching Anti-Militarism During War. David Freedman, 132-137.
Teaching for the Moment: Intervention Projects as Situated Pedagogy. Mimi Orner, 72-78.
Teaching Stories: Viewing a Cultural Diversity Course Through the Lens of Narrative. Ann C. Berlak, 93-101.
Technological Aids for Inclusive Classrooms. Richard Howell, 58-65.
Things We Cannot Say: "Writing for Your Life" and Stories in English Education. David Schaafsma, 110-116.
This Issue (Inclusive Schools: The Continuing Debate). Peter V. Paul & Gwendolyn Cartledge, 2-3.
This Issue (Situated Pedagogies: Classroom Practices in Postmodern Times). Patti Lather & Elizabeth Ellsworth, 70-71.
This Issue (The Challenges of School/University Collaboration). Marilyn Johnston & Becky Kirschner, 146-148.
This Issue (Multicultural Education: Cases and Commentaries). Cynthia Dillard, 230-231.
Thomas, Mike, Christenson, Mary, Eldredge, Frances, Ibom, Kathy, & Johnston, Marilyn. Collaboration in Support of Change, 187-195.
Thousand, Jacqueline S., Chapple, James W., & Villa, Richard A. Preparing Teachers to Support Inclusion: Preservice and Inservice Programs, 42-50.
Torres-Guzmán, María E., Ivory, Lourdes I., Lugo, Marta, Liu, Keming, Rodríguez, Victoria, Rosado, James, & Willaum, Elizabeth. Stories About Differences in a Collaborative With Middle School Students, 196-204.
Toward a Critical Social Consciousness in Children: Multicultural Peace Education in a First Grade Classroom. Kristi Rennebohm-Franz, 264-270.
University/School Partnerships: Bridging the Culture Gap. Gail Richmond, 214-218.
Villa, Richard A., Thousand, Jacqueline S., & Chapple, James W. Preparing Teachers to Support Inclusion: Preservice and Inservice Programs, 42-50.
Wang, Margaret C., & Reynolds, Maynard C. Progressive Inclusion: Meeting New Challenges in Special Education, 20-25.
Ward, Marjorie E., & Paul, Peter V. Inclusion Paradigms in Conflict, 4-11.
Will, Julia Fressola, Johnston, D. Kay, Duvernoy, Russell, & McGill, Patricia. Educating Teachers Together: Teachers as Learners, Talkers, and Collaborators, 173-178.

Willaum, Elizabeth, Torres-Guzmán, María E., Ivory, Lourdes I., Lugo, Marta, Liu, Keming, Rodríguez, Victoria, & Rosado, James. Stories About Differences in a Collaborative With Middle School Students, 196-204.

Woodruff, Darren. "Keeping It Real": The Importance of Community in Multicultural Education and School Success, 278-282.

"Your Blues Ain't Like Mine": Keeping Issues of Race and Racism on the Multicultural Agenda. Gloria Ladson-Billings, 248-255.

Zigmond, Naomi, & Baker, Janice M. Full Inclusion for Students With Learning Disabilities: Too Much of a Good Thing? 26-34.

TIP

UNITED STATES POSTAL SERVICE

Statement of Ownership, Management, and Circulation

(Required by 39 USC 3685)

1. Publication Title	2. Publication Number	3. Filing Date
THEORY INTO PRACTICE	0 0 4 0 . 5 8 4 1	8/14/96
4. Issue Frequency	5. Number of Issues Published Annually	6. Annual Subscription Price
Quarterly	Four	Individual - $30 Institutional - $55

7. Complete Mailing Address of Known Office of Publication *(Not printer) (Street, city, county, state, and ZIP+4)*: 172 Arps Hall, 1945 N. High Street, Columbus, OH 43210-1172 — Contact Person: Sue Gabel; Telephone: (614) 292-3407

8. Complete Mailing Address of Headquarters or General Business Office of Publisher *(Not printer)*: 172 Arps Hall, 1945 N. High Street, Columbus, OH 43210-1172

9. Full Names and Complete Mailing Addresses of Publisher, Editor, and Managing Editor *(Do not leave blank)*

Publisher *(Name and complete mailing address)*: College of Education, The Ohio State University, 1945 N. High Street, Columbus, OH 43210

Editor *(Name and complete mailing address)*: Robert Donmoyer, Merry Merryfield, 172 Arps Hall, 1945 N. High Street, Columbus, OH 43210

Managing Editor *(Name and complete mailing address)*: Marjory C. Seltzer, 172 Arps Hall, 1945 N. High Street, Columbus, OH 43210

10. Owner *(Do not leave blank. If the publication is owned by a corporation, give the name and address of the corporation immediately followed by the names and addresses of all stockholders owning or holding 1 percent or more of the total amount of stock. If not owned by a corporation, give the names and addresses of the individual owners. If owned by a partnership or other unincorporated firm, give its name and address as well as those of each individual owner. If the publication is published by a nonprofit organization, give its name and address.)*

Full Name	Complete Mailing Address
College of Education, Ohio State Univ.	1945 N. High Street, Columbus, OH 43210-1172

11. Known Bondholders, Mortgagees, and Other Security Holders Owning or Holding 1 Percent or More of Total Amount of Bonds, Mortgages, or Other Securities. If none, check box → ☒ None

Full Name	Complete Mailing Address

12. Tax Status *(For completion by nonprofit organizations authorized to mail at special rates) (Check one)*
The purpose, function, and nonprofit status of this organization and the exempt status for federal income tax purposes:
☒ Has Not Changed During Preceding 12 Months
☐ Has Changed During Preceding 12 Months *(Publisher must submit explanation of change with this statement)*

PS Form **3526**, September 1995 *(See Instructions on Reverse)*

13. Publication Title: Theory Into Practice	14. Issue Date for Circulation Data Below: Summer 1996	
15. Extent and Nature of Circulation	Average No. Copies Each Issue During Preceding 12 Months	Actual No. Copies of Single Issue Published Nearest to Filing Date
a. Total Number of Copies *(Net press run)*	2498	2498
b. Paid and/or Requested Circulation — (1) Sales Through Dealers and Carriers, Street Vendors, and Counter Sales *(Not mailed)*	190	225
b. Paid and/or Requested Circulation — (2) Paid or Requested Mail Subscriptions *(Include advertiser's proof copies and exchange copies)*	1740	1746
c. Total Paid and/or Requested Circulation *(Sum of 15b(1) and 15b(2))* ▶	1820	1971
d. Free Distribution by Mail *(Samples, complimentary, and other free)*	80	75
e. Free Distribution Outside the Mail *(Carriers or other means)*	95	80
f. Total Free Distribution *(Sum of 15d and 15e)* ▶	175	155
g. Total Distribution *(Sum of 15c and 15f)* ▶	1995	2126
h. Copies not Distributed — (1) Office Use, Leftovers, Spoiled	500	370
h. Copies not Distributed — (2) Returns from News Agents	0	0
i. Total *(Sum of 15g, 15h(1), and 15h(2))* ▶	2495	2496
Percent Paid and/or Requested Circulation *(15c / 15g x 100)*	91.22%	92.70%

16. Publication of Statement of Ownership
☒ Publication required. Will be printed in the Autumn issue of this publication.
☐ Publication not required.

17. Signature and Title of Editor, Publisher, Business Manager, or Owner: Marjory C. Seltzer, Managing Editor — Date: 9-12-96

I certify that all information furnished on this form is true and complete. I understand that anyone who furnishes false or misleading information on this form or who omits material or information requested on the form may be subject to criminal sanctions (including fines and imprisonment) and/or civil sanctions (including multiple damages and civil penalties).

Instructions to Publishers

1. Complete and file one copy of this form with your postmaster annually on or before October 1. Keep a copy of the completed form for your records.
2. In cases where the stockholder or security holder is a trustee, include in items 10 and 11 the name of the person or corporation for whom the trustee is acting. Also include the names and addresses of individuals who are stockholders who own or hold 1 percent or more of the total amount of bonds, mortgages, or other securities of the publishing corporation. In item 11, if none, check the box. Use blank sheets if more space is required.
3. Be sure to furnish all circulation information called for in item 15. Free circulation must be shown in items 15d, e, and f.
4. If the publication had second-class authorization as a general or requester publication, this Statement of Ownership, Management, and Circulation must be published; it must be printed in any issue in October or, if the publication is not published during October, the first issue printed after October.
5. In item 16, indicate the date of the issue in which this Statement of Ownership will be published.
6. Item 17 must be signed.

Failure to file or publish a statement of ownership may lead to suspension of second-class authorization.

PS Form **3526**, September 1995 *(Reverse)*